

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The primary purpose of the Honors Transfer Program (HTP) is to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. In addition, the students must be interested in participating in challenging, academically rigorous experiences through classes and seminars. The program designed for highly motivated, high achieving students, and is meant to better prepare them for university work.

The HTP has many strengths. The HTP offers several Honors agreements with 4-year universities and colleges, including UCLA (students must complete the Cañada's program – 15-units of Honors – in order to eligible). Another benefit is that members of the program receive priority registration in the district and specialized counseling with the HTP counselor. Students who have completed the program are also privy to enhanced scholarship opportunities. For HTP members and non-members, taking Honors course is also a way for students to strengthen their UC applications (current application asks students how many units in Honor are in progress or have been completed). As for Fall 2014, all students who complete the program will receive notations on their degree/certificate and transcripts (see images below).

The HTP experienced an increase in the number of Honors course offerings due to newly approved Honors Addenda. The Honors Addendum consists of 13 items that are based on the UCLA TAP requirements for what constitutes Honors-level work. The curriculum process requires faculty to submit their addenda to the Curriculum Committee through CurricuNet as well as update the course COR, if needed. During the Fall 2014 semester, 19 new courses were approved by the Curriculum Committee (a 34.5% increase in one semester), allowing each approved course to be offered as an Honors designated course (standalone or dual-CRN, a course offered at the same time and location as a non-Honor section). A total of 55 courses can now be offered as an Honors designated course.

There was also an increase in the number of Honors section offerings during the Spring 2015 semester compared to past semesters. For example, 16 Honors sections were offered in Spring 2015 compared to 7 sections in Spring 2014. The majority of the Honors course offerings in Spring 2015 were dual-CRNs, which included a fully online Honors dual-CRN in Political Science. Other departments have also expressed interest in offering fully online Honors courses (e.g., International Business). What a great opportunity for our online students as it allows for flexibility in students' schedules for students to take more classes. A continued effort in offering a wide variety of Honors course sections across disciplines continues. A variety of course offerings allow more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. In 2013-2014, there were 11 course offerings and 19 in 2014-15. However, both academic years offered courses mainly in the Humanities and Social Sciences, although in 2014-15 there were several additions in Science and Math.

Ongoing challenges that the HTP program faces surround inconsistent course scheduling with little lead-in time for students, as well as a lack of program branding and visibility among the college.

As for specific action plans related to the HTP, there are several significant areas that need attention. There is a need to establish a program course offerings agreement for each academic year (a course pathway). The HTP coordinator and counselor will be working on creating this during the Spring 2015 for the 2015-16 academic year. Assistance with marketing this pathway will be needed. Also regarding course offerings, it is proposed that the program offer more summer Honors sections and more online options (note: this is at the discretion of faculty, this is just a suggestion). Additional marketing for the program is needed in order to improve the HTPs branding and visibility on campus. Specific to the program's case management, continued support in student tracking and membership evaluation is needed in order to improve, maintain and grow the program in the future.

The HTP also has an active advisory committee. The purpose of the committee is to advise the program faculty and staff on topics related to the development and operation of the Cañada College Honors Transfer Program. Current recommendations made by the committee include: modification of the Honors Contract Proposal process, modification to the program completion requirements, changes the Honors Contract unit requirement, recommendation that the HTP coordinator serve a 4-year term, and the creation of an Honors course enrollment agreement. The HTP Advisory Committee members are as follows: Lucy Perez (co-chair), Jessica Kaven (co-chair), Sarah Harmon, Janet Stringer, Gregory Anderson, Lisa Palmer, Soraya Sohrabi, Bob Tricca, Gerald Morlidge, Paul Roscelli, Denise Erickson, Lezlee Ware, Michael Stanford, and Alicia Aguirre.

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Suggested Follow Ups

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No Suggested Follow Ups to Display

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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
IPRFeedback_Spring 2015_HTP.pdf	Portable Document Format	163.332 KB	10/12/2015 12:11:44 AM

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

Career Technical Basic Skills Transfer Lifelong Learning

Mission statement:

The primary purpose of the Honors Transfer Program is to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. In addition, the students must be interested in participating in challenging, academically rigorous experiences through classes and seminars. The program designed for highly motivated, high achieving students, and is meant to better prepare them for university work.

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2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

n/a

Suggested Follow Ups

Date	Suggested Follow Up
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Documents

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No Documents to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Response Detail

No Response Information to Display

Narrative

n/a

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Response Types: All Responses Types

3 Looking Back

4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Response Detail

No Response Information to Display

Narrative

- Increased number of courses due to newly approved Honors Addenda. The Honors Addendum consists of 13 items that are based on the UCLA TAP requirements for what constitutes Honors level work. The curriculum process requires faculty to submit their addenda to the Curriculum Committee through CurricuNet as well as update the course COR, if needed. During the Fall 2014 semester, 19 new courses were approved by the Curriculum Committee (a 34.5% increase in one semester), allowing each approved course to be offered as an Honors designated course (standalone or dual-CRN, a course offered at the same time and location as a non-Honor section). A total of 55 courses can now be offered as an Honors designated course.
- Increased Honors section offerings. There was an increase in the number of Honors courses offered during the Spring 2015 semester compared to past semesters. For example, 16 Honors sections were offered in Spring 2015 compared to 7 sections in Spring 2014. The majority of the Honors course offerings in Spring 2015 were dual-CRNs, which included a fully online Honors dual-CRN in Political Science. Other departments have also expressed interest in offering fully online Honors courses (e.g., International Business). What a great opportunity for our online students as it allows for flexibility in students' schedules for students to take more classes.
- A continued effort in offering a wide variety of Honors course sections across disciplines. A variety of course offerings allow more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. As highlighted in the table below, there were 11 course offerings in 2013-14 and 19 in 2014-15. However, both academic years offered courses mainly in the Humanities and Social Sciences, although in 2014-15 there were several additions in Science and Math.

2013-2014 (*according to last year's program review) 2014-2015

- COMM 110
- ECON ???
- ENGL 100
- ENGL 110
- HIST 100
- HIST 106
- MUS 109
- MATH 200
- SPAN 161
- SPAN 162
- PHIL 320 • ASTR 100
- COMM 110
- CRER 110
- ECON 230
- ENGL 100
- ENGL 110
- HIST 106
- HIST 245
- MATH 200
- MATH 253 • MATH 270
- MATH 275
- MUS 115
- PHIL 200
- PHIL 300
- PLSC 150 (online only)
- PLSC 325
- SPAN 161
- SPAN 162

- Change to HTP completion requirements. In order for students to complete the HTP, there used to be a STEM/non-STEM requirement. For example, of the 15-units of Honors that were required to complete the HTP, students with a STEM emphasis were required to complete at least 3-units of Honors in non-STEM course and students with a non-STEM emphasis were required to complete at least 3-units of Honors in a STEM course. The main concern is that students will be unable to complete the program with the STEM/non-STEM requirement. With this in mind, the HTP Advisory Committee temporarily removed this requirement until more STEM courses are consistently offered in Honors. This change was implemented in order to help more students complete the program.

- Scheduling Honors sections is still a challenge. Requesting Honors sections as part of one's teaching schedule has to come directly from the faculty. This process is unknown by some faculty or often forgotten. For instance, faculty must request a dual-CRN or standalone Honors course every semester when they submit their teaching preference form. Currently we do not have a consistent sequence of courses, or a designated course pathway, that are offered every semester. This can make it challenging for students to plan their schedule ahead of time and can influence whether or not a student completes the HTP. Therefore, with this in mind, the HTP program is working toward creating a yearly course pathway for students.

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Documents

File Name	File Type	File Size	File Date
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No Documents to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Response Detail

No Response Information to Display

Narrative

No recommendations were made by the reviewers on last year's program review. However, below you will find a report on progress made on previous action plans and toward the program's strategic goals.

Action Item Responsible
Party Timeline Resources
Required Rationale Status
HTP counseling and case management HTP counselor and Transfer Center faculty PT: Spring 2015

FT position, shared with Transfer Center starting Fall 2015 5 hours/week

Full-time, shared Case management is an integral part of the HTP program.

Tracking students' units taken and in-progress, membership management, SEP counseling, and transfer plans is vital to the success of the program. Partially complete. Will be fully met in Fall 2015 once the FT counselor starts.

Inclusion of the College Fiscal 13-14 Estimate: Stable funding Unknown.

HTP as line item in the college budget President & VPI (identified goal) \$15,000 strengthens to program During 13-14 the program was funded by Measure G. With the monies from Measure G no longer available, it is unknown if the program is

a line item in the college budget.

Outreach, promotional materials, etc. HTP Coordinator, Visual Coordinator, Marketing Director, College Recruiter Ongoing \$1000 The HTP program's handbook is out of date. A new handbook that can serve as a promotional packet is recommended in order to students to get a better understanding of the program while also promoting it at the same time. Incomplete. Due to changes to the HTP program, the handbook is not yet complete. Assistance with development is needed. However, the HTP coordinator generated a handout with course specifics, program information, and frequently asked questions by semester. Outreach was done in Fall 2014 with HS counselors in the areas thanks to the assistance of the college recruiter. HTP was also invit-

ed to table at numerous HS hosting events.

Workstation for HTP student assistant & Honors designated space on campus. HTP Coordinator & VPI Implemented Fall 2014 Allocation of designated Honors/PTK on-campus space. Funding may be needed. Although NCHC and UCLA TAP recommends and Honors space for students, only a workroom for the student assistant was granted. Incomplete. The HTP did not have a student assistant in 2014-2015, therefore, the room is shared with a program counselor and helps serve the needs of the learning center, in addition to the HTP. Possible collaboration with PTK is recommended.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Internet Links

Link	URL
2013-2014 Program Plan and Feedback forms	http://canadacollege.edu/programreview/instruction.php

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Response Detail

No Response Information to Display

Narrative

No recommendations were made by the reviewers on last year's program review. However, below you will find a report on progress made on previous action plans and toward the program's strategic goals.

Action Item Responsible
Party Timeline Resources
Required Rationale Status
HTP counseling and case man-
agement HTP coun- selor and
Transfer
Center fac-
ulty PT: Spring
2015

FT position, shared with Transfer Center start- ing Fall
2015 5 hours/week

Full-time, shared Case manage- ment is an inte-
gral part of the
HTP program.

Tracking stu- dents' units tak- en and in- progress, mem- bership man- agement, SEP counseling, and transfer plans is vital to
the suc- cess of the pro- gram. Partially com- plete. Will be
fully met in

Fall 2015 once

the FT counse- lor starts.

Inclusion of the College Fiscal 13-14 Estimate: Stable funding Unknown.

HTP as line tem

in the college budget President &

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the program was funded by Measure G. With the mon- ies from Measure G no longer availa- ble, it is un- known if the program is

a line item in

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budget.

Outreach, promo-

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Due to chang- es to the HTP program, the handbook is not yet com- plete. Assis- tance with de- velopment is needed. How- ever,
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Workstation for

HTP student as-

sistant & Honors designated space on campus. HTP Coor- dinator &

VPI Implemented

Fall 2014 Allocation of designated

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No Documents to Display			

6.A. Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

- During the 2014-2015, the HTP had a interim coordinator appointment for only one year. The HTP advisory committee recommended that the coordinator position needed to be at least a 4- year term of service in order to make any meaningful impact on the program. There was agree- ment, therefore, a college-wide search for a new coordinator who will start a 4-year service term in Fall 2015 was posted during the Spring 2015 semester. The coordinator will receive 0.40 FTE, renewable every two years. Without this support the program cannot be properly managed.
- Aside from personnel, additional funding to attend conferences, Honors membership fees (e.g., NCHC, HTCC), student presenters at BHC, printing costs, Cañada College's Honors Research Conference, promotional materials is needed in order to maintain and enhance the program.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Internet Links

Link	URL
No Internet Links to Display	

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

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User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

- There was a change in HTP counseling leadership. Lucy Perez started a one-semester term in Spring 2015. She was allotted 5 hours a week to work on the HTP (the past counselor had the option of 4 hours/week designated to HTP). Due to high demands on the counselor surrounding case management and student appointments, a full-time shared counseling position with the Transfer Center was approved, with a start date of Fall 2015. This position will greatly improve student tracking within the program. This will greatly influence program completion in the future because we will be able to better assist our students with their needs related to the HTP. Without this support, especially with case management, the program cannot be successful.
- The past two program reviews stated that the HTP received assistance of up to 10 hours/week from a student worker. This position was not carried forward for the 2014-2015 academic year.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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No Internet Links to Display

Documents

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No Documents to Display

4 Current State of the Program

7.A. Connection & Entry - Observation

Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Over the past five academic years, the HTP met or exceeded the goals set for success and retention rates and increased its enrollments in its Honors course offerings (FTES and LOAD are not applicable). As you see below, in 2013-14, the HTP exceeded the success rate goal by 10% and the retention rate goal by 3%, which was its strongest year to date. Additionally, there was increase in enrollment by over 100 from 2009-10 to 2013-12. As for trends in the program and course enrollments, only one Honors course is offered during the summer: COMM 110. All other courses in the summer are offered via Honors contract, which is usually an Independent Study 696 course.

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Response Types: All Responses Types

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No Suggested Follow Ups to Display

Internet Links

Link	URL
Data Packets for 2014-15 program reviews	http://canadacollege.edu/programreview/datapackets1314.php

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

7.B. Connection & Entry - Evaluation

Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail

No Response Information to Display

Narrative

The data suggests that Honors courses have high success and retention rates. However, what's not reflected in the data is the number of Honors courses (mainly dual-CRNs) that are cancelled due to under-enrollment. Faculty expressed concern regarding building curriculum and taking on more work with Honors students without compensation, and yet having to deal with cancellation of their courses add another layer of concern toward participating in the program. Therefore, the advisory committee worked with the VPI, who in turn worked with the instructional deans, to create an Honors course enrollment agreement. The agreement is as follows: (1) the advisory

committee can propose to save 1-3 sections per semester (caveat – will not save the same class over and over), (2) all dual-CRNs with 17 students total that have at least 5 Honors students OR a total of 12 Honors students will be saved, and (3) standalone courses need at least 12 Honors students to avoid being cut, with 1-unit Honors courses needing at least 8 students. This change emphasizes the college's commitment to the HTP and thus adds more stability in our course offerings for students. With the addition of creating a yearly course offering schedule in advance (a program pathway), our students can plan ahead and have Honors classes reflected in their SEPs. Additionally, a yearly program pathway could improve program completion rates, a major goal of the program in the next academic year.

With regard to marketing and articulation, one significant change made in Fall 2014 for all HTP graduates is the notation on their transcripts and degree/certificate. Although these notations have been advertised as a benefit of the program, the first time it occurred was during Fall 2014 (we retroactively noted Spring 2014 graduates' transcripts and reprinted their degrees/certificates). The marketing and follow through of such notations reflects a cohesive and credible program. With the addition of the program pathway and transcript/degree/certificate notations, the HTP can continue to attract the high-achieving students to not only participate in the program, but to actually complete it. Below you will find examples of noted transcripts and degree/certificates.

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Response Types: All Responses Types

Internet Links

Link	URL
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Documents

File Name	File Type	File Size	File Date
No Documents to Display			

8.A. Progress & Completion -Observation

Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

*Day/evening data was not provided in the data packets. Below you will find specific tables from the data packets along with brief statements regarding student success and retention by ethnicity, gender, age and enrollment status.

The HTPs course success and retention by ethnicity seems to be closely split between Hispanics and Whites, both of which have retention rates above 80%.

Roughly 57% of students enrolled in Honors courses are between the ages of 18-22 which is 14% above the college average. The HTP also draws a higher percentage of students under the age of 18, 12% versus 5%, respectively.

Slightly above 59% of student enrolled in Honors courses are male. Of the 153 females enrolled in Honors courses, their retention rate was slightly higher (2%) than their male counterparts. Additionally, the large majority of students participating in the HTP are continuing students, with a relatively high number of High School students.

Suggested Follow Ups

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Documents

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No Documents to Display			

8.B. Progress & Completion Online - Observation

Search Standards By User

Source: IPR

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Response Types: All Responses Types

Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses

Response Detail

No Response Information to Display

Narrative

The large majority of Honors students in 2013-14 enrolled in face-to-face Honors sections versus online, which is reflected in headcount breakdown in the table below. One area that should be highlighted is that students taking an Honors course online had much lower success and retention rates than students taking Honors courses face-to-face. Although just a small sample in 2013-14, students taking honors courses online reported a 6% higher success rate and a 1% higher retention rate when compared to the college online course average (this included online and hybrid). See next page for table.

Suggested Follow Ups

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Documents

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No Documents to Display

8.C. Progress & Completion - Evaluation

Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail

No Response Information to Display

Narrative

There is a need to establish a program course offerings agreement for each academic year (a course pathway). The HTP coordinator and counselor are working on creating this during the Spring 2015 for the 2015-16 academic year. Assistance with marketing this pathway would be needed. Also regarding course offerings, it is proposed that the program offer more summer Honors sections and more online options (note: this is at the discretion of faculty).

HTPs CONNECTION TO THE EDUCATION MASTER PLAN

The HTP fits in to the Cañada College Education Master Plan in two of the four identified goals. With Honors contract opportunities for ESL 400, the HTP provided direction and incentive for English language learners to become invested in their education through interesting and challenging research topics embedded in their English 400 coursework (Goal 4, EMP, 2012-2017). Students enrolled in Honors courses showed higher success and retention rates across demographic groups compared to the college average (Goal 5, EMP, 2012-2017). Lastly, the HTP continues to make data-driven decisions related to curricular and programing decisions through the use of program-level and institutional data (Goal 1, EMP, 2012-2017)

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No Documents to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

n/a

Suggested Follow Ups

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SLO assessment reports from PRIE	https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx
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Documents

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No Documents to Display

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Response Types: All Responses Types

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

n/a

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Documents

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No Documents to Display

10.A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Response Detail

No Response Information to Display

Narrative

The HTPs PLOs were updated Spring 2015 (see below).

Upon graduation and/or transfer from the Honors Transfer Program, students will have:

- Completed at least 15-units of Honors;
- Completed Honors research;
- Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO A: Completed at least 15-units of Honors.

In Spring 2014 there were 7 HTP graduates out of an undetermined number of HTP members (the list of members is not current and dates back to the start of the program in 2009). Although program completion is not the only measurement of success, this number is low considering the Honors enrollment was 359 in 2012-13. Other measurements of success could include tracking the number of units that were completed by HTP members and non-members and Honors members' and non-members' transfer status and names of institutions, however, the case management of such data was not tracked in 2013-14 (or past academic years), in addition to only having access to incomplete transfer data.

As of Spring 2015, 84 students were identified as HTP members. Upon a course management review of HTP members by Lucy Perez (HTP counselor as of January 2015), unfortunately of the 84 members on file, 26 of them, or 31%, have not taken 1 unit of Honors (all but 1 of the 26 students were currently enrolled in the college). This emphasizes the necessity of effective case management within the program. This may also highlight potential confusion between PTK and HTP. To help with this issue,

PTK has added several slides addressing “How is PTK different from our Honors Transfer Program” when conducting new student orientations. The HTP advisory committee is also in the process of recommending marketing strategies aimed at improving the overall branding and understanding of the program.

SPECIAL CONSIDERATION: UCLA TAP

In Fall of 2012 the HTP was granted full membership in the UCLA Transfer Alliance Program. The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College of Letters and Science in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Students who have completed the Honors/Scholars Program at their Community College receive priority consideration for admission to UCLA College of Letters and Science. Although 6 students applied for the UCLA TAP in Spring 2014, only 3 applications were approved and none of those students attended the college. In Spring 2015, 9 students applied to the Honors TAP agreement through UCLA. However, 2 of the 9 students hadn’t completed 1-unit of Honors. Of the 7 students who applied for TAP, only 4 submitted the required forms (1 student was 3-units short of the UCLA requirements – s/he completed a 3-unit Inde-

pendent Study 695 course which our program accepts but UCLA doesn’t; 1 student did not respond to numerous emails and phone calls reminding him/her to submit the required TAP forms, therefore his application was deemed ineligible; 1 student did not complete 15 units of Honors need to finish the HTP).

PLO B: Completed Honors research.

Over the course of five academic years, the total student enrollment in Honors courses was 1,704. Therefore, there were 1,702 opportunities for students to complete Honors-level research (unduplicated headcount was not provided in the data packet; this number also included Honors Contracts). Of the 1,704 Honors research opportunities, 1,295 students completed their work, a 76% success rate. Specific to 2013-14, there was an enrollment of 394, the highest since 2011-12 by 17. Of the 394 Honors research opportunities, 317 students completed their work, a 80% success rate. Data specific to Honors Contracts, during the Fall 2014 semester, 23 students out of 40 applicants completed their research, a 57.5% completion rate (note: there is no penalty for students who submitted Honors Contract Proposals and didn’t complete their Honors work).

PLO C: Presented Honors research at Cañada College’s Student Research Conference and/or the Bay Area Honors Consortium.

For the past 6 years Cañada College’s Honors students have been selected to present their research at the symposiums held at either Stanford University of University of California, Berkeley. In addition to presenting their research, as of Spring 2014, students were also eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium’s ejournal.

Year	BHC Honors Research Symposium
2010	12 students selected out of 13 proposals
2011	8 students selected out of 8 proposals – 135 statewide
2012	7 students selected out of 9 proposals – 140 statewide
2013	5 students selected out of 6 proposals – 150 statewide
2014	7 students selected out of 11 proposals – 180 statewide
2015	8 applied, accepted TBD – of 207 statewide applicants

All students selected to present at the BHC Honors Research Symposium were also required to participate in the college’s student research conference. For all other students who were not selected to present at the symposium or other interested students, also had the option to participate in Cañada’s research conference. Due to HTP coordination changes, Spring 2014 participation data is not available. Participation data will be available following the conference in Spring 2015.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Internet Links

Link	URL
PLO Assessment Reports from PRIE	https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

10.B. PLO Assessment - Impact

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

Describe your program's Program Learning Outcomes assessment plan and summarize the major findings of your assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Response Detail

No Response Information to Display

Narrative

HTP students are competitively selected for the BHC Honors Research Symposium, a conference that attracts proposals from students throughout the state. Specific to Cañada's HTP, there was a record number of duplicated students enrolled in Honors courses in 2013-2014 at 394. However, this is not reflected in the number of HTP graduates and honors credits taken as HTP members. Improved communication between the HTP coordinator, counselor and students enrolled in the honors-level courses is

needed in order to see why students are: (1) not applying for HTP membership, (2) not completing the HTP, and (3) HTP members but not taking Honors units. Assistance from PRIE is needed in order to identify all students taking Honors courses and to gain their contact information. Once students' contact information is obtained, promotional and informational materials regarding the HTP must be shared, along with the creation and implementation of effective program case management aimed at addressing aforementioned concerns.

The PLOs were updated in Spring 2015 from past years mainly due to two of the three old PLOs not being measurable or not having access to the appropriate data. The two PLOs that were removed were: (a) completed an educational and transfer plan that culminated in applications to at least two universities and two scholarships and (b) gained a strong sense of themselves as student scholars and an increased confidence in their work. The two new PLOs coincide with the HTPs completion requirements and recommended opportunities for student members of the program.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2014/15 - 2015/16

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display